DOCUMENT RESUME

ED 482 688 SP 041 858

AUTHOR	Varner, Lynn W.
TITLE	Instructional Review Time in Year Round and Traditional Calendar Schools.
PUB DATE	2003-11-05
NOTE	23p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Biloxi, MS, November 5-7, 2003).
PUB TYPE	Reports - Research (143) -- Speeches/Meeting Papers (150)
EDRS PRICE	EDRS Price MF01/PC01 Plus Postage.
DESCRIPTORS	*Academic Achievement; Elementary Education; Grade 3; Lesson Plans; Mathematics Achievement; Mathematics Instruction; Reading Achievement; Reading Instruction; Textbooks; *Year Round Schools

ABSTRACT

Numerous researchers have found positive effects of year round school on student achievement. This study examined the progress of third grade teachers from one traditional school and one year round school through their reading and mathematics textbooks in order to determine whether this purported benefit was realized in the year round school compared to the traditional school. Teachers from the two schools completed interviews. Researchers also reviewed students' achievement test scores and examined teachers' lesson plans. Using the textbooks and lesson plans, researchers examined the complexity of skills covered throughout the year. Results indicated that although all teachers showed progress through the textbook, overall, the year round school teachers progressed more quickly than did the traditional school teachers, especially near the beginning of the school year. Teachers' perceptions were related to the pacing of instruction. All teachers reported a preference for the type of calendar under which they were currently working. The year round teachers believed that they and their students experienced less burnout than they would have under a traditional calendar as a result of more frequent breaks from the school allowed by the year round school calendar. (Contains 24 references.) (SM)

Reproductions supplied by EDRS are the best that can be made
from the original document.

Running head: INSTRUCTIONAL REVIEW TIME

Instructional Review Time in Year Round and Traditional Calendar Schools

Lynn W. Varner, Ph.D.

Delta State University

ED 482 688

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

LYNN W. VARNER

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Paper presented at the annual meeting of the Mid-South Educational Research Association in Biloxi, Mississippi, 11/5/03-11/7/03. The author may be reached via email: lvarner@deltastate.edu.

SP041858

BEST COPY AVAILABLE

Introduction

The number of K-12 public school students enrolled in year round schools has grown from just over 350,000 for the 1985-1986 school year to 2,320,730 in 2002-2003 (National Association for Year Round Education, 2003). Numerous researchers have found positive effects of a year round school calendar on student achievement (Cooper, Nye, Charlton, Lindsay, & Greathouse, 1996; Kneese, 1994, 2000; Winters, 1995). One of the reported benefits of a year round calendar is increased retention of knowledge due to a lack of learning loss over a lengthy summer break. This benefit appears to be especially significant for students from economically disadvantaged households (Curry, Washington, & Zyskowski, 1997; David, 1974; Kratzer, 1996; Morse, 1992).

Formal curricula are based upon the knowledge that students learn continually. Thus, the sequential and successive nature of school curricula are intended to enhance a student's development from basic to more complex knowledge throughout the years of schooling. The customary long summer vacation disrupts the continuity of instruction. Teachers must review previously taught material when school resumes in the fall, which, in turn, reduces the number of available days for introduction of new material and skills (Ballinger, 1988). Within year round schools, teachers find that students forget less over the shorter breaks than over a long summer and that they spend less time reviewing in the fall under a year round calendar than they did under a traditional calendar (Alcorn, 1992; McMillen, 2001; Weaver, 1992).

This qualitative study examined the progress of nine third grade teachers (four from a traditional school and five from a year round school) through their reading and mathematics textbooks in order to determine if this purported benefit was realized in one

year round elementary school as compared with a similar school that used a traditional calendar. The ten current third grade teachers at the two schools were interviewed and test scores were reviewed. Student achievement test scores, lesson plan analyses, and teacher interviews all favored the year round calendar over the traditional calendar.

Research Questions

This study examined two research questions.

Research Question 1.

Is there a difference in the pacing of instruction of basic reading and mathematics skills in third grade for students in a southern city who attend a school with a year round calendar and students from the same school district who attend a school with a traditional calendar?

Research Question 2.

Are teacher views concerning the pacing of instruction in reading and mathematics required by their third grade students different for teachers who work in a school with a year round calendar compared to those who work in a school with a traditional calendar?

Limitations and Assumptions

This study was limited to one year round school and one traditional calendar school, both of which were located in a southern city for the 1999 - 2000 school year. Only reading and mathematics lesson plans, total reading and total mathematics test scores, and teacher perceptions were utilized in the study.

Achievement testing was not conducted during the second grade; therefore the students' initial academic ability cannot be determined. However, the students in the

study came from the same neighborhood within the city (the two schools were less than one mile from each other) and were 100% African American in the traditional school and 99% African American and 1% other ethnic minority in the year round school and were from economically disadvantaged households (100% eligible for the free and reduced lunch program at both schools). Findings from this study cannot necessarily be generalized beyond the schools examined. Additionally, this study did not attempt to address the differences in the quality of instruction among the teachers. Every effort was made to maintain confidentiality of student and teacher identity. No participants were identified by name when results were analyzed.

Subjects

Seventy-nine students were from four homerooms at a traditional calendar elementary school. One hundred forty-six students were from five homerooms at a year round school, which utilized a custom calendar. Both schools were in the same urban southern school district. The subjects were 100% African American in the traditional school and 99% African American and 1% other minority group in the year round school. One hundred percent of the students in both schools were eligible for the free and reduced lunch program. Of the 79 students at the traditional calendar school, 42 were female and 37 were male; of the 146 students from the year round school, 61 were male and 85 were female.

The main differences in the two schools' calendars were that the year round school had slightly over eight weeks of summer vacation, while the traditional school had more than 11; the year round school had a week off at Labor Day, while the traditional school had just one day; the year round school had three weeks off at Christmas, and the

traditional school had two; and the year round school took Spring Break earlier than did the traditional school. Both schools had 181 instructional days per school year.

Ten third grade teachers were interviewed; six of these worked at the year round school and four worked at the traditional calendar school. Of the teachers from the year round school interviewed, three were black males, two were black females, and one was a white female. Teachers from the traditional school consisted of two black females, one white female, and one white male. The number of years of teaching experience of the year round school teachers ranged from two to over 20 years; four had taught only in third grade and two had taught in other elementary grades in addition to third grade. The four traditional school teachers had taught elementary school for from four years to over 20 years. Each of these four teachers had taught in other elementary grades in addition to third grade. The year round school teachers averaged just under six years of elementary teaching experience, while the traditional school teachers averaged just over 12 years of elementary teaching experience.

Procedures

The third grade teachers' lesson plans for reading and mathematics (the two schools used the same textbooks) for the 1999 - 2000 school year were obtained from the teachers with the permission of the administrators at the two schools during Spring, 2001. The sequence of skills presented in the textbooks, relative to page numbers, was used as the basis for instructional sequencing for the two schools. In order to collect data on the complexity of the skills covered throughout the year, the location of the topics was referenced from the location of the topic in the textbook sequence as indicated by page number. The actual page number that corresponded to the first page in the textbook of

that day's planned instruction was recorded for reading and mathematics separately for each classroom. Every sixth day of school was used for analysis. The days were not the same calendar dates for the two schools since the schools did not begin on the same date and did not have the same vacation days. This procedure allowed the pacing rates to be determined efficiently for the two schools and the rotation allowed analysis on different days of the week. In the event that reading and mathematics were not taught on a scheduled date due to a field trip or other school event, the next school day was used for analysis. If that day was also unavailable, the day prior to the scheduled date was used. If there were no plans recorded for the entire week, the cell was left blank.

The ten teachers who taught third grade during the 1999 – 2000 school year consented to individual personal interviews with the researcher in Spring, 2001. The teachers were asked about the particular group of students in this study to determine if they were or were not academically typical of classes at the school in the past. Teachers were asked to report the amount of time they normally spent reviewing skills in the fall and after school holidays. Year round school and traditional school teachers were also questioned about their perceptions of the amount of reteaching and reviewing of skills required by this group of students as compared to students from previous years. The opinions of the teachers from both schools concerning a year round school calendar were elicited. These questions served as a guide to the researcher only; additional clarification or explanation was asked for by the researcher to gain better insight into the participant's perceptions. The ability to ask for more information is a major benefit to individual interviews (Gay & Airasian, 2000; Patton, 1990). Patton explained that content analysis of verbal data is aided by labeling and indexing responses according to a classification

system. After the interviews had been conducted, the researcher looked for and grouped similar responses in order to better understand the general perceptions of most of the participants. These results were listed in table form in order of most common response.

The test scores were obtained from the schools with permission of the school principals and the district office of research and evaluation. Only the median percentile ranks for third grade for each school were used; therefore student confidentiality was not an issue. All test data was gathered ex post facto. As additional information to describe the third grade achievement at the two schools, the TerraNova reading and mathematics scores were recorded for the years 1997 through 2000. Although the same test was administered at the two schools in the spring of each year, the test for 1997 was the Comprehensive Test of Basic Skills/4, Survey Edition, whereas the test for all other years was the Comprehensive Test of Basic Skills/5, Complete Battery Plus (TerraNova).

Results

Textbook Pages

Research question 1 asked if there was a difference in the pacing of instruction of basic reading and mathematics skills in third grade for students in a southern city who attended a school with a year round calendar and students from the same school district who attended a school with a traditional calendar. Nine (five from the year round school and four from the traditional school) teacher's lesson plan books were reviewed and the page number for each sixth day of school was recorded in table form. These page numbers were then converted into graphs by subject area and school calendar type. Each classroom's progress through the textbook represents a line on a graph in Figures 1 - 2.

For reading only, the traditional school students were ability grouped. The teachers of two classes used the third grade textbooks for instruction for the year, however the teachers of the other two traditional school classes taught from the second grade, second semester textbook for the fall semester and the third grade, first semester textbook for the spring semester. All year round school teachers taught from the third grade level textbooks.

All year round school teachers progressed consistently through the reading textbook. This progress appeared to be most rapid during the fall semester as indicated by the slope of the lines in Figure 1. Breaks in the graphed lines indicate times during which time teachers were instructing from chapter books (therefore no textbook page number was recorded). The teachers in the traditional school also showed consistent progress through the reading textbook. The year round school teachers reported completing more pages than did these two low ability group traditional school classes, but fewer pages than did the two on-grade-level classes.

During the first semester of school, the year round school teachers appeared to have progressed more rapidly through the textbook than did the traditional school. However, the on-grade-level traditional school teachers led in progress during the second semester. This reversal could have been due to the fact that all teachers in the year round school taught from chapter books in addition to the textbook. There were four chapter books used that ranged from 68 to 83 pages in length and according to the Renaissance Learning Corporation (emails with Laura Ostrum, July 10, 2001 & July 13, 2001), carried from a second grade, fifth month reading level to a third grade, ninth month reading level. These additional pages read in the year round school classrooms may have accounted for

the difference in final textbook pages covered by the year round school teachers since the chapter books represented an average per class additional 240 pages read in the year round school only, and the traditional school classes did not read any additional chapter books.

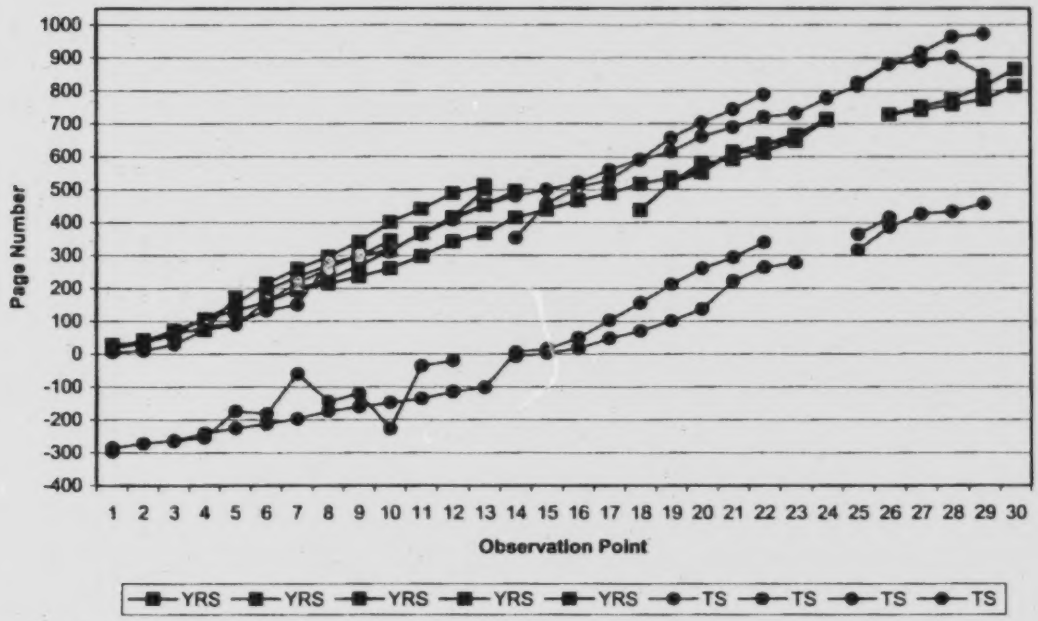

Figure 1. Reading textbook page number for each of the nine third grade classrooms (five in the year round school and four in the traditional school) on every sixth day of instruction (observation point) during the 1999 – 2000 school year. Numerals below zero represent page numbers in the second grade, second semester textbook. Numerals from zero to 500 represent page numbers in the third grade, first semester textbook, and numerals above 500 represent page numbers in the third grade, second semester textbook.

Similarly, the year round teachers appeared to have progressed consistently through the mathematics textbook (Figure 2 shows the mathematics textbook pages) and to have stayed near each other within the textbook for their instruction. With the exception of one teacher, the traditional school teachers appeared to have skipped from one section of the mathematics textbook to another.

BEST COPY AVAILABLE

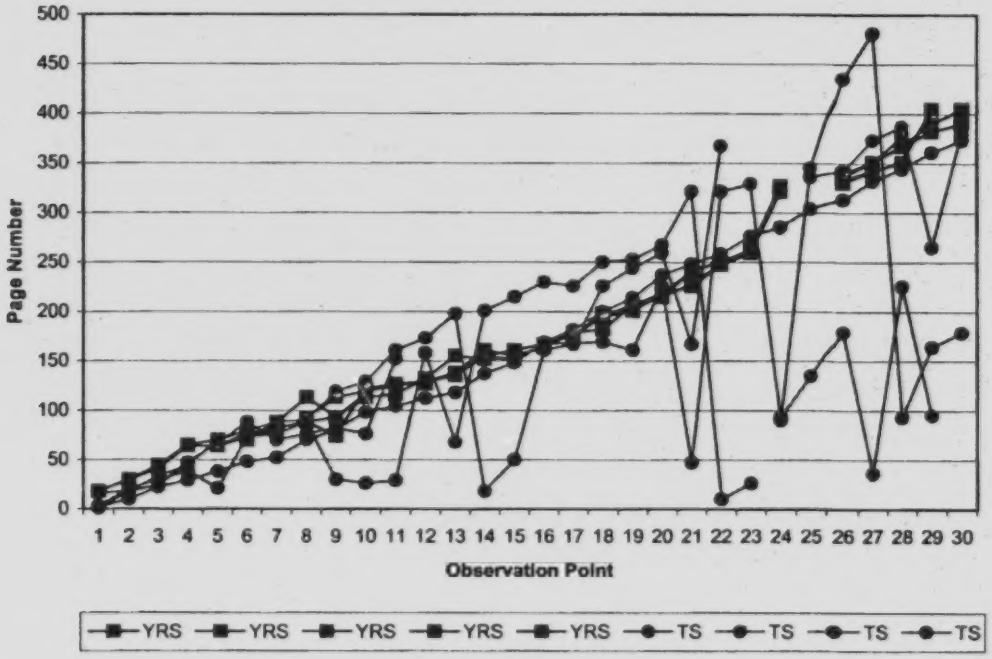

Figure 2. Mathematics textbook page number for each of the nine third grade classrooms (five from the year round school and four from the traditional school) on every sixth day of instruction (observation point) during the 1999 – 2000 school year.

The year round school teachers showed mainly continuous movement throughout the school year except for the period between Thanksgiving and January when the progress slowed. The year round school page numbers revealed more rapid movement after Spring Break than did the traditional school page numbers. In the traditional school, the teachers, except for one who did show steady and continuous movement, jumped around in the mathematics textbook a great deal. The highest page numbers (those furthest along in the textbook) recorded for the traditional school were approximately 23 pages behind the highest page numbers recorded for the year round school.

BEST COPY AVAILABLE

Interviews

Research question 2 asked whether teacher views concerning the pacing of instruction in reading and mathematics required by their third grade students were different for teachers who worked in a school with a year round calendar compared to those who worked in a school with a traditional calendar. A cross-case analysis for each interview question was conducted, followed by content analysis of the teacher responses for each question.

Of the year round school teachers, two stated that the 1999 - 2000 third grade class was above average in academic ability, motivation, and maturity, two believed that class was below average, and two reported that group was typical of other third grade groups they had taught. Similarly, among the traditional school teachers, two perceived the 1999 - 2000 class as typical, one stated this group was below average, and one felt these students were above average.

When asked about the amount of time they spent reviewing previously taught material at the beginning of the school year, four of the year round school teachers reported that they spent two weeks in review, one said four weeks and one said one week. In contrast, teachers at the traditional school reviewed for five to six weeks (one teacher), four weeks (one teacher), and three weeks (two teachers). The amount of time reportedly needed after other breaks during the school year (Christmas, Spring Break, Thanksgiving, etc.) was less for all teachers. Four of the year round school teachers recounted that they did not spend any time reviewing after breaks, while one reported spending less than a week. One traditional school teacher said that the 1999 - 2000 group needed review every time they were away from school, but that this did not hold true for other groups in the

past. Two traditional school teachers said they spent about a week reviewing after breaks and one believed three to four days were sufficient for review.

Every year round school teacher mentioned reduced burn out (both for teachers and students) as a benefit of the year round calendar. Five year round school teachers also believed that they spent less time reviewing skills and that the students retained information better as a result of the year round calendar. On the other hand, traditional school teachers said a year round school calendar might be better (two teachers) or that the calendar would not make much difference (one teacher) or that they would have to spend more time reviewing because of more frequent breaks (one teacher). When asked if they would prefer to teach under a traditional school or a year round school calendar, every teacher interviewed preferred the calendar under which he/she was currently teaching. The traditional school teachers all cited the need for a long summer break as their reason for wanting to stay with a traditional school calendar, while the year round school teachers all cited less burn out as their main reason for preferring the year round calendar. Other reasons given by the year round school teachers were less discipline problems (one teacher), happier students (two teachers), and the ease of transacting personal business and resting when the vacations did not coincide with the majority of teachers and students (two teachers).

Additional comments made by the traditional school teachers included "some people like it (year round school), but it's not for me", "summer school really helps those students who go . . . it's an optional program to help them catch up", and "our students like to be in school . . . there's more order here and things at home are not good a lot of times." Year round school teachers also stated that their students were happier at school

and wanted to stay in school, they felt that after four or five weeks of summer break everyone was ready to get back to school. One year round school teacher expressed pride that achievement test scores at his school had been improving every year.

In agreement with previous research (Curry et al., 1997; Shields, 1996; Venable, 1996), the year round school teachers did report spending less time reviewing previously taught skills than did the traditional school teachers. This was the case for the review time at the beginning of the school year (one week more review in the traditional school than in the year round school) as well as for the days immediately following other school holidays during the school year. Graphs of the textbook pages generally supported the teachers' reported beliefs that the review time was minimal after school holidays during the year. Progress through the textbook seemed to continue to occur following breaks from school, however this progress was slow for the first few weeks to month of school in all classes. Possibly the more rapid reading progress in the year round school than in the traditional school during the second, third, and fourth months of school could be partially due to traditional school teachers spending more time reviewing skills at the first of the school year. However, a comparison of teacher reported ability level of the class to textbook page number progress, revealed interesting findings. For example, the only traditional school teacher who reported teaching a class that was above average in ability was also the only traditional school teacher who progressed steadily through the mathematics textbook. Similarly, in reading, the traditional school teacher who reported having a below average class continually was behind the other teachers in the textbook, and the traditional school teacher who reportedly taught an above average group, consistently was ahead of the others in the textbook. The two year round school teachers

who perceived their groups as below average in mathematics stayed near the rest of the year round school teachers in the textbook. Possibly the year round school placed a strong emphasis on staying together in the textbook; unlike the traditional school, these teachers shared a common planning time each day and held weekly grade group meetings.

Similar to Pittman and Herzog's (1998) findings, these year round school teachers reported that the frequent breaks from school helped both adults and students avoid experiencing burn out and fatigue. They believed that their students were accustomed to being away from school and that these students were quick to return to the normal routine after holidays. Among the positive teacher attitudes reported by Merino (1983) were lowered student burn out, learning loss, and recovery time after vacations. Likewise as Shields (1996) reported earlier, the teachers in the current study had positive attitudes about their school and the year round school calendar; however, contrary to the Shields findings, the ability for faculty to take college courses was not seen as a deterrent in the current study. One year round school teacher stated that she had no problem scheduling courses to work on an advanced degree. Student summer school programs were offered at both schools and were seen as beneficial to all students who attended these programs. Summer school programs have been found helpful in previous research, especially among students whose mothers had below average amounts of formal education (Davies & Kerry, 1999). The year round school teachers' perceptions were in agreement with studies on summer learning loss (Curry et al., 1997; Donahue, 1998; Kneese, 1994; Hayes & Grether, 1969; Shields & Oberg, 1999).

The main reason given by every year round school teacher for wanting to continue to teach in a year round school was the lack of student and teacher burn out and fatigue; other reasons also mentioned were less review time, better student retention of information, improved test scores, less discipline problems, and happier students. Each traditional school teacher gave the personal and student need for a summer break as the main reason for wanting to continue to teach in a traditional school. The year round school teachers appeared more enthusiastic in expressing their satisfaction with their students' achievement than did the traditional school teachers. While the traditional school teachers' choice of calendar tended to center around having to teach in the summers, the year round school teachers' reasons seemed to be centered more around the academic success of their students and the benefits derived from frequent school breaks. All of the teachers were interviewed near the end of the school year, which could have affected the teachers' perceptions; the end of the year may have been a period of high concern with burn out.

Test Scores

As additional information to describe the third grade achievement at the two schools, the TerraNova reading and mathematics scores were recorded for the years 1997 through 2000. Although the same test was administered at the two schools in the Spring of each year, the test for 1997 was the Comprehensive Test of Basic Skills/4, Survey Edition, whereas the test for all others years was the Comprehensive Test of Basic

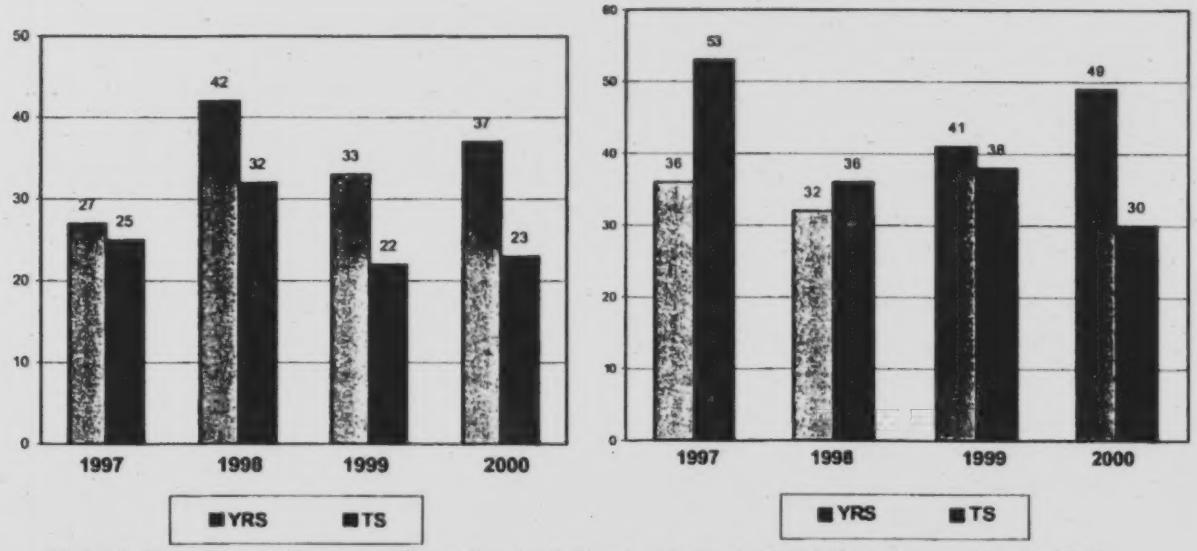

Figure 3. TerraNova median percentile reading (on left) and mathematics (on right) test scores for the 1997 through 2000 school years for one traditional school and one year round school.

Skills/5, Complete Battery Plus (TerraNova). Median percentile ranks were recorded in all cases. The test scores are shown for reading and for mathematics in Figure 3.

For the four years reviewed, the third grade students in this year round school scored higher than did the third grade students in this traditional school in reading. For the first two years the traditional school third grade students outperformed the year round school third grade students in mathematics; the opposite was true for the second two years. Since no statistical analysis was performed on these total grade scores, they are presented as additional background information only.

Previous research (Lacey & Drees, 1996; Prohm & Baenen, 1996; Shields, 1996) has suggested that achievement improved in year round schools over periods of two, three, and even six years of study. From the achievement test scores of the two schools in the current study, it can be seen that the year round school outperformed the traditional school in reading for each of the four years. The fact that the gap has continuously

BEST COPY AVAILABLE

increased between the two schools for the four years is contradictory to Bechtel's (1991) findings that only the one to two-year old year round schools performed better than did the three-year old year round schools. Several prior studies (Haenn, 1996; Lacey & Drees, 1996; Marr, 1989; Prohm & Baenen, 1996; Shields, 1996) found that achievement test scores were higher, especially in reading, in year round schools than in traditional schools. However, for the mathematics test scores the results were mixed. The first two years the traditional school scored higher than did the year round school and the reverse was true for the second two years.

Conclusions and Recommendations

A review of the teachers' lesson plans revealed that although all teachers showed progress through the textbook, overall, the year round school teachers did move more quickly than did the traditional school teachers, especially near the beginning of the school year. Teachers' perceptions were related to the pacing of instruction. All teachers reported a preference for the type of calendar under which they were currently teaching. The year round school teachers believed that they and their students experienced less burn out than they would have under a traditional calendar as a result of the more frequent breaks from school which the year round school calendar allowed. The year round school teachers reported spending less time reviewing than did the traditional school teachers.

An important aspect of a school administrator's job is decision making. In order to improve the academic achievement of students, many school administrators are examining possible calendar changes with the aim of maximizing efficiency of instruction. The current study attempts to explore one of the possible reasons for the

success in academic achievement found among year round schools. Does the shorter summer break found in the year round school calendar help to expedite teachers' ability to move more quickly through the textbook?

This study attempts to use teacher lesson plans in a new, unique way: as a tool for determining instructional pacing. Future research would be helpful to pursue and refine procedures using lesson plans as tools. The development of ways to answer the same questions with quantitative analyses would add to the understanding of this area. Additional studies should be conducted at other grade levels and in additional subject areas. Pre and post test data on the subjects in future research would help to ensure that the groups of subjects are initially comparable.

In order to attempt to control for the inequality of teaching ability among future research subjects, classroom observations should be conducted to examine the teaching skills of those involved. The ability to control the use of textbooks and supplemental materials used in the classroom and the use of ability grouping in future research would be beneficial.

Another aspect to consider for future research would be teacher burn out. Since all schools are faced with the issue of retaining teachers, further studies in this area could help to understand one of the reasons many teachers leave the profession. It would be helpful to conduct interviews or questionnaires about teacher and student burn out rates during different times of the school year. It would add insight to study the differences of teachers' perceptions concerning the amount of review of skills among teachers who have taught only in a traditional school, only in a year round school, and in both types of schools.

References

Alcorn, R. D. (1992). Test scores: Can year-round school raise them? *Thrust for Educational Leadership*. 12-15.

Ballinger, C. (1988). Rethinking the school calendar. *Educational Leadership, 12,* 57-61.

Bechtel, R. E. (1991). A study of academic growth in third-grade students and its relationship to year-round education (Doctoral dissertation, Pepperdine University, 1991). *Dissertations Abstracts International*, 52-07A, 2404.

Cooper, H., Nye, B., Charlton, K., Lindsay, J., & Greathouse, S. (1996). The effects of summer vacation on achievement test scores: A narrative and meta-analytic review. *Review of Educational Research, 66,* (3), 227-268.

Curry, J., Washington, W., & Zyskowski, G. (1997). *Year-round schools evaluation, 1996-97* (report No. 96.10). Austin TX: Austin Independent School District, TX. Department of Accountability, Student Services, and Research. (ERIC Document Reproduction Service No. ED 414 326)

David, J. L. (1974). *Summer study: A two part investigation of the impact of exposure to schooling on achievement growth*. Cambridge, MA: Huron Institute of Harvard University. (ERIC Document Reproduction Service No. ED 124 669)

Davies, B., & Kerry, T. (1999). Improving student learning through calendar change. *School Leadership & Management, 19,* 359 - 372.

Donahue, T. (1998*). Achieving educational excellence in Majuro, RMI. Promising practices in the Pacific region*. Honolulu, HI: Pacific Resources for Education and Learning. (ERIC Document Reproduction Service No. ED 423 094)

Gay, L. R., & Airasian, P. (2000). *Educational research: Competencies for analysis and application* (6th ed.). Upper Saddle River, NJ: Merrill.

Haenn, J. F. (1996, April). *Evaluating the promise of single-track year-round schools.* Paper presented at the annual meeting of the American Educational Research Association, New York. (ERIC Document Reproduction Service No. ED 397 129)

Hayes, D. P., & Grether, J. (1969). *The school year vacation: When do students learn?* Paper presented at the Eastern Sociological Association Convention, New York. (ERIC Document Reproduction Service No. ED 037 322)

Kneese, C. C. (1994). Impact of year-round education on student achievement (Doctoral dissertation, University of Houston, 1994). *Dissertations Abstracts International,* 55-07A, 1812.

Kneese, C.C. (2000). *Year-round learning: A research synthesis relating to students achievement.* San Diego, CA: The National Association for Year-Round Education.

Kratzer, C.C. (1996, April). *Beyond "effective schools research": Cultivating a caring community in an urban school.* Paper presented at the annual meeting of the American Educational Research Association, New York. (ERIC Document Reproduction Service No. ED 397 211)

Lacey, K., & Drees, J. (1996). *The downtown school community report. Connecting learning with life.* Des Moines, IA: Des Moines Business Education Alliance. (ERIC Document Reproduction Service No. ED 402 383)

Marr, C. (1989). Year-round school and student achievement (Doctoral dissertation, Northern Arizona University, 1989). *Dissertations Abstracts International*, 51-01A, 124.

McMillen, B. J. (2001). A statewide evaluation of academic achievement in year-round schools. *Journal of Educational Research, 95* (2), 67-74.

Merino, B. J. (1983). The impact of year-round schooling: A review. *Urban Education, 18,* 298-316.

Morse, S.C. (1992). The value of remembering. *Thrust for Educational Leadership, 21* (6), 35-37.

National Association for Year-Round Education. (2003). *U. S. totals (public and private) for the 1999 - 2000 school year* [online]. Retrieved October 20, 2000 from http://www.nayre.org/about.html#statistics

Patton, M. Q. (1990). *Qualitative evaluation and research methods* (2nd ed.) Newbury Park, CA: Sage Publications.

Pittman, R.B., & Herzog, M.J. (1998) Evaluation of a year-round schedule in a rural school district. *Journal of Research in Rural Education, 14* (1), 15-25.

Prohm, B., & Baenen, N. (1996). *Are WCPSS multi-track elementary schools effective?* (Report No. 96E.03). Raleigh, NC: Wake County Public Schools System, Raleigh NC Department of Evaluation and Research. (ERIC Document Reproduction Service No. ED 395 983)

Shields, C. M. (1996, January). *Year-round education: Is it worth the hassle?* Paper presented at the University of British Columbia Robson Square Lecture Series,

Vancouver, British Columbia. (ERIC Document Reproduction Service No. ED 392 136)

Shields, C. M., & Oberg, S. L. (1999). What can we learn from the data? Toward a better understanding of the effects of multitrack year-round schooling. *Urban Education, 34,* 125 - 155.

Venable, B. P. (1996). A school for all seasons. *Executive Educator, 18* (7), 24-27.

Weaver, T. (1992). Year-round education. Portland: University of Oregon. (ERIC Document Reproduction Service No. ED 342 107)

Winters, W.L. (1995). *A review of recent studies relating to the achievement of students enrolled in year-round education programs.* San Diego, CA: National Association for Year-Round Education.

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

ERIC Educational Resources Information Center

REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: Instructional Review Time in Year Round and Traditional Calendar Schools
Author(s): Lynn W. Varner
Corporate Source: Delta State University — Publication Date: 11/5/03

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

Level 1 ↑ ☑

Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g., electronic) and paper copy.

The sample sticker shown below will be affixed to all Level 2A documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2A

Level 2A ↑ ☐

Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only.

The sample sticker shown below will be affixed to all Level 2B documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2B

Level 2B ↑ ☐

Check here for Level 2B release, permitting reproduction and dissemination in microfiche only.

Documents will be processed as indicated provided reproduction quality permits.
If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Sign here, please

Signature: Lynn W. Varner	Printed Name/Position/Title: Lynn W. Varner / Assistant Professor
Organization/Address: Delta State University, Cleveland, MS 38733	Telephone: 662 846 4382 — FAX: 662 846 4402
	E-Mail Address: lvarner@deltastate.edu — Date: 11/5/03

(Over)

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
Address:
Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to:

ERIC Processing and Reference Facility
4483-A Forbes Boulevard
Lanham, Maryland 20706

Telephone: 301-552-4200
Toll Free: 800-799-3742
FAX: 301-552-4700
e-mail: info@ericfac.piccard.csc.com
WWW: http://ericfacility.org